

**HIS 715-01 ATLANTIC WORLD SELECTED TOPICS:
BRITAIN'S EMPIRE
Tuesdays, 5:30-8:20, MHRA 3207**

PROFESSOR: Dr. Jill Bender

OFFICE: MHRA 2111

OFFICE HOURS: Tuesdays, 3:30-4:30pm, and by appointment

EMAIL: jcbender@uncg.edu

COURSE DESCRIPTION:

This graduate-level reading seminar explores the rise and fall of Britain's modern empire, from the mid-eighteenth century to the mid-twentieth century. We will pay particular attention to recent trends in the historiography, as scholars have drawn Britain and its disparate colonies together into one analytical frame. Major course themes include agency, colonial resistance, and global power.

Student Learning Objectives:

Upon completion of this course, students will be able to:

1. Analyze secondary sources for their main argument, use of sources, and historiographic contribution.
2. Identify different methodological approaches to the study of the modern British Empire.
3. Demonstrate their knowledge of historical and historiographical debates during class discussions and class presentations.
4. Write in clear and sophisticated prose to communicate their analyses.

COURSE REQUIREMENTS:

Participation 20%: Class participation and attendance are essential. Each week you need to come to class prepared to participate—in other words, you need to have completed **all** of the assigned readings, taken notes, and prepared questions and/or comments regarding the work's historical and historiographical context. Please bring a copy of the assigned readings to class. While students are not required to dominate all discussions, each student should attempt to contribute to the class discussion at least once during all meetings. You will be assessed on the quality, rather than the quantity, of your contributions. (SLO 1, 2, 3)

Class Presentation 10%: Each student must lead class discussion once over the course of the semester. To do so, students should begin with a 15-20 minute presentation, during which they introduce the author of the assigned reading, summarize the argument, discuss the scholarly reception of the book, and assess the work's historiographical context. Students should also create 3-5 questions designed to prompt class discussion. Please submit these questions to me in advance, no later than 5pm the Monday before class. (SLO 1, 2, 3)

Book Reviews 40% (10% each): Students must write 4 short book reviews over the course of the semester. All papers are due at the start of the class during which we will discuss that book. I will not accept late or emailed papers; please plan ahead! Papers should be 500-750 words in

length (typed, double-spaced, Times New Roman, 12pt font, standard margins). These papers should both identify and evaluate the argument of the book, and place it within historiographical context. (SLO 1, 2, 4)

Final Historiography Paper 30%: Historiography is the history of history—the way in which history has been interpreted and written about over time. A historiographical essay provides a critical overview of a variety of historical perspectives and scholarly interpretations of one particular topic. For HIS 715, students will write a 15-20 page historiographical essay that addresses a debate or theme in British Imperial History. These papers may be on a topic covered in class or a related topic of particular interest. This paper should evaluate the argument of various readings on a topic, place the readings within historiographical context, and critically assess the larger field. Students are welcome to meet with me in advance to discuss potential topics and create a reading list. (SLO 1, 2, 4)

Required Readings:

All required readings are listed below. These books are available through the campus bookstore, Jackson Library, or through various online and local bookstores.

Recommended Reading:

If you wish to consult an overview on the British Empire, I recommend Ashley’s Jackson’s *The British Empire: A Very Short Introduction* (OUP, 2013).

Academic Integrity Policy: All work must be your own and sources should be appropriately cited using footnotes or endnotes. Plagiarism is a breach of the university’s academic integrity policy. For more information on this policy, see <https://osrr.uncg.edu/academic-integrity/>.

Final Grades will be calculated according to the following:

Participation and Attendance:	20%
Presentation:	10%
Book Reviews (10% each):	40%
Final Historiography Paper:	30%

Letter grades for PhD students will be assigned as follows:

93-100	A	87-89	B+	<82	F
90-92	A-	82-86	B		

Letter grades for MA students assigned as follows:

93-100	A	87-89	B+	77-79	C+
90-92	A-	83-86	B	73-76	C
		80-82	B-	<72	F

ACCESSIBILITY & ACCOMMODATIONS

Americans with Disabilities Act (ADA)

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of

Accessibility Resources and Services (OARS). If you wish to request accommodations, please start the process by contacting OARS at 215 Elliott University Center, 336-334-5440, oars@uncg.edu.

Health and Wellness

As we enter our fifth semester shaped by the coronavirus pandemic, I am fully aware that we all face a number of outside pressures right now. Please realize that UNCG has resources available to help combat stress and anxiety—and really to offer support for any range of emotions.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu.

COVID-19

As we return for spring 2022, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. These actions include, but are not limited to:

- Following face-covering guidelines
- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of COVID-19
- Staying home when ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive
- Staying informed about the University's policies and announcements via the COVID-19 website

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting. Students may move their chairs in class to facilitate group work, as long as instructors keep seating chart records. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings are also available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health services, will review requests for accommodations.

CLASS SCHEDULE & WEEKLY CALENDAR:

*This schedule is subject to change at the professor's discretion

Week 1: Jan 11 Course Introductions

Week 2: Jan 18 Britain, the Empire, and the Global

Reading:

Dane Kennedy, "Review: The Boundaries of Oxford's Empire," *The International History Review*, Vol. 23, No. 3 (Sep., 2001): 604-622.

Alan Lester, "Imperial Circuits and Networks: Geographies of the British Empire," *History Compass* 4, 1 (2006): 124-141.

Antoinette Burton, "Getting Outside of the Global: Repositioning British Imperialism in World History," in *Empire in Question: Reading, Writing, and Teaching British Imperialism* (Durham and London: Duke University Press, 2011): 275-292.

Week 3: Jan 25 Global Lives

Reading: Linda Colley, *The Ordeal of Elizabeth Marsh: A Woman in World History* (New York: Pantheon Books, 2007).

Week 4: Feb 1 The British Atlantic

Reading: James Epstein, *Scandal of Colonial Rule: Power and Subversion in the British Atlantic during the Age of Revolution* (Cambridge: CUP, 2012).
[Available as an ebook through Jackson Library]

Week 5: Feb 8 Metropole and Periphery I

Reading: Catherine Hall, *Civilising Subjects: Metropole and Colony in the English Imagination 1830-1867* (Chicago and London: University of Chicago Press, 2002), Introduction and Part I.

Week 6: Feb 15 Metropole and Periphery II

Reading: Catherine Hall, *Civilising Subjects: Metropole and Colony in the English Imagination 1830-1867* (Chicago and London: University of Chicago Press, 2002), Part II and Epilogue.

Week 7: Feb 22 Metropole: Empire at Home?

Reading: Bernard Porter, *The Absent-Minded Imperialists: Empire, Society, and Culture in Britain* (Oxford: OUP, 2006).
[Available as an ebook through Jackson Library]

Week 8: Mar 1 Periphery: Going to the Empire

Reading: Richard Price, *Making empire: colonial encounters and the creation of imperial rule in nineteenth-century Africa* (Cambridge: CUP, 2008).

Week 9: Mar 8 Spring Break

Week 10: Mar 15 Settler Societies and the British World

Reading: James Belich, *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World, 1783-1939* (Oxford: OUP, 2009): pp. 1-24, 106-218, 456-501, 548-560.
[Available as an ebook through Jackson Library]

John Darwin, *The Empire Project: The Rise and Fall of the British World-System 1830-1970* (Cambridge: CUP, 2009): pp. xi-xiii, 1-20, 144-179, 649-655.
[Available as an ebook through Jackson Library]

Week 11: Mar 22 Imperial Networks and Colonial Order

Reading: Aiden Forth, *Barbed-wire imperialism: Britain's empire of camps, 1876-1903* (Oakland, CA: University of California Press, 2017).
[Available as an ebook through Jackson Library]

Week 12: Mar 29 Martial Races and the World Wars

Reading: Kate Imy, *Faithful Fighters: Identity and Power in the British Indian Army* (Stanford, CA: Stanford University Press, 2019).
[Available as an ebook through Jackson Library]

Week 13: Apr 5 No Class—I will be at a conference (hopefully!)

Week 14: Apr 12 Decolonization and Violence

Reading: David Anderson, *Histories of the Hanged: The Dirty War in Kenya and the End of Empire* (New York; London: W. W. Norton & Company, 2005).

Listen: “Mau Mau,” *RadioLab*, July 3, 2015:
<https://www.wnycstudios.org/podcasts/radiolab/articles/mau-mau>

Week 15: Apr 19 Legacies of Empire

Reading: Jordanna Bailkin, *The Afterlife of Empire* (Berkeley: University of California Press, 2012).
[Available through Open Access: <https://escholarship.org/uc/item/2tp0d3gp>.]

Week 16: Apr 26 Conclusions

*****FINAL PAPERS are due on Friday, April 29th. Upload to Canvas by 11:59pm.*****